Name of Student:

Name of Supervisor:

Placement Agency:

Placement Start and End Dates (approximate):
Start:  
End: 

Placement Coordinator:
(or university staff member conducting review)

Placement Duration:
(number of days at 7.5 hours per day)

How was direct observation of the student conducted?:
(e.g., co-therapy, video or audio)

Notes
- This report aims to:
  (a) To provide information on whether the student has reached a satisfactory level of performance on his/her placement, taking into account the number of placements the student has completed previously (e.g., first or second placement).
  (b) To provide the student with feedback on their performance and point out areas of strength and weakness in their clinical work.
- If the supervisor is concerned about the student’s performance at any time he/she should discuss his/her concerns with the Placement Coordinator.
- Please note that not all of the items in this report will be relevant to all placements. Please tick the N/A box when an item is not relevant.
- This report will be used to inform the Psychology program’s Board of Studies’ decision about whether the student passes or fails the placement.
- **Please note:** ‘Ethical, Legal and Professional Matters’ is mandatory and students must reach a satisfactory level of performance on all items in this section to pass their placement.
# KNOWLEDGE OF THE DISCIPLINE

Overall knowledge of the discipline underpins all of the other capabilities

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<td>1.</td>
<td>Knowledge of relevant psychological theories and models and related empirical findings.</td>
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<td>2.</td>
<td>Knowledge of the major methods of psychological investigation and techniques of measurement, and their application and interpretation.</td>
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**Comments (mid-placement)**

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**Comments (end-of-placement)**

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# ETHICAL, LEGAL AND PROFESSIONAL MATTERS

The ethical, legal and professional aspects of psychological practice.

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1. Demonstrated familiarity with legal and professional matters (e.g., confidentiality and consent).

2. Conduct or behaviour consistent with legal and professional requirements (APS Code of Ethics & AHPRA) and ‘codes of conduct’ relevant to psychologists (e.g., professional behaviour and manner).

3. Demonstrate the ability to evaluate one’s own skills and identify limits of one’s professional competence.

4. Ability to apply ethical principles to clinical dilemmas.

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**Comments (mid-placement)**

[Signature]

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**Comments (end-of-placement)**

[Signature]
## Mid Placement

### PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT

The ongoing, interactive and inclusive process that serves to describe, conceptualise and predict relevant aspects of a client (be that a client and organisation, group or individual)

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1. Knowledge of psychometric properties of psychological tests and the ability to use this knowledge to inform test selection and problem formulation.

2. Skills in the administration and interpretation of a range of psychometric tests.

3. Awareness of limitations of psychological tests (e.g., cultural issues, reliability and validity).

4. Proficiency in interviewing using both structured and unstructured interviews.

5. Systematic observation of behaviour involving both naturalistic and clinical observations.

   (e.g., selection, administration, & interpretation of psychological tests; interviewing; preparing formulations; hypothesis testing).

7. The ability to undertake a mental status examination.

8. Writing informed, succinct, valid and well organised reports.

### End of Placement

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Comments (mid-placement) ________________________

Comments (end-of-placement) ________________________
# INTERVENTION STRATEGIES

Activities that promote, restore, sustain or enhance psychological functioning and a sense of well-being in individuals or groups of clients through preventive, developmental or remedial services.

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1. Superior interpersonal skills (i.e., to form professional relationships with clients and colleagues).

2. Ability to use a theoretical system to explain aetiology and remediation of psychological, social, neurological, and organisational problems.

3. Ability to design, plan, and implement psychological interventions.

4. Formulation of treatment plans, goals and strategies for interventions, including the ability to justify the link between diagnosis, formulation and intervention chosen.

5. Familiarity with a range of intervention techniques and strategies as well as their theoretical and empirical bases.

6. Skilled use of core behaviour change skills including counselling, cognitive behavioural and/or other relevant therapeutic approaches.

Comments (mid-placement)

Comments (end-of-placement)
## RESEARCH AND EVALUATION

Systematic inquiry involving problem identification and the acquisition, organisation, and interpretation of information allowing critical analysis and disciplined, rigorous, careful and scientific inquiry into psychological phenomena.

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1. Finding, understanding, collating and critiquing published empirical research findings relevant to a phenomenon or problem of interest.

2. Collecting, recording and analysing responses to interventions or therapeutic programs.

3. Critical evaluation of the effectiveness of interventions and programs.

Comments (mid-placement)

Comments (end-of-placement)
# COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

The capacity to convey, appraise and interpret information; and to interact professionally with a range of client groups and other professionals.

## Mid Placement

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1. The ability to establish and maintain constructive working relationships (i.e., strong therapeutic alliances) with clients.

2. The ability to communicate, interact and liaise with other professionals or agencies for a range of purposes.

3. Demonstrates the ability to seek out, understand and respond appropriately to information (e.g., reports) provided by a range of people including referrers, other professionals, etc.

4. Demonstrate excellent written communication skills, including the ability to write in an organised and informative manner in reports and other documents (e.g., letters to referring agencies).

## End of Placement

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Comments (mid-placement)

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Comments (end-of-placement)

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OVERALL EVALUATION (at the END of the placement):

Please indicate, by ticking the appropriate box, which of the following best reflects the performance of the student on placement:

☐ The student has completed the placement to an acceptable level that is appropriate to his/her stage of development.

☐ The student has completed the placement to an acceptable level, however there are specific areas requiring significant development that should be a focus in his/her future placements.

☐ Further time should be spent on the placement OR at the university clinic before the student progresses to his/her next placement, as he/she has not yet met requirements.

Has the student demonstrated the ability to seek out and respond thoughtfully to supervision? ________________________________

________________________________________________

In what areas does the trainee need to develop further professional competence? ________________________________

________________________________________________

Mid Placement Signatures
(student, supervisor, placement coordinator):

________________________________________________

________________________________________________

________________________________________________

Date: ________________________________

End of Placement Signatures
(student, supervisor, placement coordinator):

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________________________________________________

Date: ________________________________